



Rowde C of E Academy

**Homework / Home
Learning Policy**

Date agreed: July 2021

Review Date: July 2022

Home Learning

Intent:

At Rowde we recognise the advantages of developing Home Learning habits, never more so than currently:

- Children benefit from regular home learning, because:
- Good Home learning habits help to reduce the impact of school closures/lockdowns
- Home Learning encourages independent working/problem-solving/research and affords an opportunity to reinforce learning from class
- Home learning can be tailored to individual needs and learning gaps
- Home learning enables parents to become more involved in their child's education
- Home learning supports the development of Year-7 readiness

Implementation:

Home Learning is set and marked by the class teacher, using the following guiding principles:

- Pupils will undertake regular home learning by the first term of Year 2
- In Reception and Year 1, teachers will set Home Challenges at their discretion and as appropriate to the curriculum and level of development
- The time requirements for Home Learning will increase as children move through the years, from 10-20 minutes per week in Year 2 to 60 minutes+ in Year 6
- Home Learning tasks can be differentiated so as to be appropriate for the individual child, but will always sit alongside the age-appropriate curriculum
- Home Learning is set weekly, distributed on Friday for collection the following Wednesday and will include the three areas: extended learning (which can include reading), reading and literacy/numeracy
- Home Learning need not always involve detailed marking – though it sometimes will – and can be assessed through quizzes, tests and verbal feedback
- In AY2021/22, Home Learning will sit alongside the Bubble Boosts as an opportunity to secure previous learning and address any deficits in understanding. It is anticipated that there will be a direct link between the two during the 'restoration curriculum' period.

Marking and Feedback

Pupils benefit from marking and feedback because they enable them to understand what to do next, and how to reach their learning goals. Feedback and marking are significant in motivating pupils to work hard, and are a central part of the celebration and rewards system at Rowde too.

For this academic year, regular marking will drive the Bubble Boosts at the start of each day, by informing teachers and TAs of pupil gaps and misconceptions as well as strengths.

In Good, confident schools, pupils can talk about their learning and most will be able to say 'where they are' and 'where they are trying to get to'. Our STEPS progression system, at KS2 especially, informs this.

Marking and feedback can take a variety of forms, appropriate to the kind of learning taking place:

- A combination of summative and formative
- Target setting with 'steps to get there'
- Verbal feedback
- Test/quiz scores
- Praise, rewards and celebration
- Comments in books
- Contact with parents
- Annual reporting

- NFER / Mock scores and QLA
- Whole-class feedback
- Individual feedback
- Colour-coding work
- Referring regularly back to the Learning Question / Objective

Impact:

The aim of our Home Learning, Marking and Feedback is to ensure our pupils become independent, resourceful and confident learners. This is evident in the work they bring back to school, but also in the way they apply home learning in class and in the extent of their readiness for secondary school. In the current academic year, an additional impact will be a narrowing or removal of learning gaps created by the 2020/21 Lockdowns.

Related policies:

Curriculum Policy